**Making it Meaningful: Planning for Learning**

East Lyme High School

9:30 – 3:30

9:30 to 11:00  morning session

11:00 - 11:45  lunch  
11:45 - 1:30  1st afternoon session

1:30 - 1:45  break  
1:45 - 3:30  2nd afternoon session and wrap-up

**Focus Questions**

* *What is involved in creating a performance- and standards-based curriculum?*
* *Why create thematic units?? What is the role of the textbook in a thematic unit?*
* *How do I know students are learning? Why should we use integrated performance assessments (IPAs)?*
* *How do I use authentic text to develop skills in all 3 modes of communication?*

**Part 1 —** Proficiency and Performance

* Proficiency and Performance
* 90% + use of target language

**Part 2 —** Thematic Unit Design

* Theme / Topic
* Essential Question
* Anchor Texts – Use of Authentic Text
* Unit Goals – World-Readiness Standards for Learning Languages
* Summative Performance Assessment Tasks – Grading Implications
* Language Toolbox – Functions, Structures, Vocabulary
* Learning Experiences / Formative Assessment
* Resources

**Part 3** — Future Considerations

* Vertical & Horizontal Articulation - French, German and Spanish
* 4th and 5th grade articulation - Spanish
* 5th grade exploratory/introduction French and Spanish